

WORKBOOK
TO
ENGLISH READER

Class IX

STEPS TO ENGLISH—4

WORKBOOK TO ENGLISH READER

Class IX

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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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FOREWORD

The Workbook is an integral item of the language package comprising a textbook and a supplementary reader. The different types of instructional materials aim at making the teaching and learning of English an interesting and exciting experience.

The National Council of Educational Research and Training, in collaboration with the Central Institute of English and Foreign Languages, Hyderabad, has prepared these materials. I am particularly grateful to Prof. Ramesh Mohan, Director, CIEFL, Hyderabad, and Prof. M. L. Tickoo and his colleagues in the Department of Materials Production, CIEFL, for giving us their fullest help and cooperation. My thanks are also due to Kumari S. K. Ram and her colleagues in the Department of Education in Social Sciences and Humanities and to Shri Harish Pant, English Studies Officer of the British Council, Delhi, for collaborating on this project.

It is hoped that the book would meet the academic needs of students learning English in Class IX. We will sincerely welcome comments and suggestions of teachers and students in the light of which we would like to improve the next edition of the book.

SHIB K. MITRA

Director

New Delhi
January, 1981

National Council of Educational
Research and Training

INTRODUCTION

STEPS TO ENGLISH Series, Book IV, is designed for the fourth year of English. The Workbook is an integral item of the comprehensive kit for teaching English, which comprises a textbook and a supplementary reader. After every lesson of the textbook the corresponding exercises of the workbook may be done. These three books aim at making the teaching and learning of English a stimulating experience by presenting a kaleidoscope of real-life situations.

The National Council of Educational Research and Training, in collaboration with the Central Institute of English and Foreign Languages, Hyderabad, has developed materials for the first five years of English. The draft of each book is carefully examined by practising teachers, both urban and rural, and by ELT experts. We are grateful to them for their valuable assistance.

We shall sincerely welcome the comments and suggestions of teachers and students in the light of which we would like to improve the next edition of the book.

AUTHORS

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WORKSHEET 1

Usage

1. Look at the following sentences .

Aunt Polly says : 'I don't like to hit him, but *I have to* .
I have to punish him for stealing the jam.'

We find that Aunt Polly does not really like to punish Tom. Why does she want to punish him then ? Because it is *necessary*. If she does not punish him, he will grow up 'lazy and wicked'.

We often do certain things because they are necessary *Have to* (or *has to*) is used to express *necessity* and *obligation*

For example :

- (a) Salil *has to* finish reading the novel today. (The library needs it tomorrow.)
- (b) Anjum and Archana *have to* reach the bus stop by 9 a m (Their school bus leaves at that time)

- 2 Pannalal, Hiralal and Kishenlal have just taken a room in a hotel. They are in town to attend a meeting Now read this conversation :

Pannalal : I haven't even unpacked yet I have to change my shirt.

Hiralal : I'd like to have a bath first. I'm hot and tired.

Kishenlal : I have to cash a cheque and get my hair cut.

Hiralal : We must get something to eat. I'm hungry

Pannalal : We'd better decide what we *have to* do today and the things we'd *like* to do tomorrow.

Hiralal : I guess you're right

Now help the three men to get ready for the meeting Say what they have to do.

Put the following items in order and use them in the sentences that follow :

change his shirt
cash a cheque
unpack
have a bath
get his hair cut
get something to eat

(a) Pannalal has to _____

(b) He has to _____

(c) Hiralal has to _____ .

(d) Kishenlal _____ .

(e) He has also _____

(f) They have to _____ .

3. To express necessity or obligation in the past, we use *had to*.

For example:

- (a) There were no buses in this town when my father was young. So every day he *had to* walk three miles to school. (It was necessary for him to walk three miles.)
- (b) It was raining here yesterday evening. So we *had to* wait at the theatre for an hour. (It was necessary for us to wait for an hour.)

A. Now do the following exercise. Use **had to** in the blanks. Also use the right form of the verbs which are italicised.

Rama, Lydia and Meena are on a mountain-climbing expedition. They are now nearly at the top of the mountain. They have stopped for a rest and are preparing something to eat

Lydia : Oh, it's cold now. I'm glad we *brought* all those sweaters.

Rama . I told you we _____ plenty of sweaters.

Meena : You were right, Rama. And I'm starving. It's lovely to *have* so much food

Rama : Didn't I tell you we _____ plenty of food ?

Lydia : Could you pour out a cup of coffee for me, Meena ? I feel like having some hot coffee. It's good we *bought* a flask at the shop down there

Rama : I told you we _____ a flask.

B. Sunday morning Sonu wanted to visit his grandmother, but he didn't. He wanted to meet his friends, but he didn't. Sunday afternoon he wanted to go to the movies, but he didn't. He *had* to stay at home and help his father

Complete the following paragraph using **had to** and the hints given in brackets :

Sonu *had to stay back* and help his father. First, he _____

_____. Next, he _____

_____. Then, _____

_____ After this he _____

At the end of the day he felt so tired that he _____

(sleep; mend the stove; clean the house; water the plants; wash the bicycle)

Vocabulary

4 Fill in the blanks in the following sentences choosing the correct phrases from those given in brackets below. Make necessary changes in the phrases. Note that there are two extra phrases. The first blank has been filled in for you.

- (a) When I heard a noise from behind, I *turned around* to see what it was.
- (b) Good boys _____ bad company.
- (c) People in the cinema house _____ when fire broke out inside

- (d) Negi _____ the well to save the little boy from drowning
- (e) Balu _____ his studies without minding the noise that came from outside
- (f) Mira cannot _____ the wall as it is too high.
- (g) A brave soldier will not _____ danger, but will face it
- (h) After the games I went to the classroom to _____ my bag
- (i) To write good English you must _____ correct spelling
- (j) As he was in need he _____ all the money he had put in the bank.

(run away from; keep away from, jump into; climb over; turn about; go on with, turn around, pay attention to; take out; rush after; rush out, pick up)

5 *Fill in the blanks in the following sentences choosing the correct phrase. Use the phrase in the correct tense*

to look after; to look behind; to look up, to look for;
to look at

- (a) To know the correct spelling of a word you should _____ a dictionary.
- (b) The policemen have been _____ the thief for quite some time but have not been able to catch him so far.
- (c) In the absence of the mother the nurse has been _____ the child.
- (d) Do not _____ the sun directly when there is a solar eclipse, it may harm your eyes.
- (e) When you are running a race, do not _____ as you will lose your speed.

6 *Look at the following words :*

angrily	thoughtfully	unwillingly	quietly
	heartily	heavily	

The words given above are all adverbs. They describe 'how' an action took place. Such adverbs are normally placed after a verb in a sentence.

Fill in the blanks in the following with the adverbs listed above.

Example -

Mathew does his work *quietly* without making a fuss.

- (a) Deepak went to school _____ as he had not done his homework
- (b) Everyone cheered Viswanath _____ when he scored a century.
- (c) The teacher spoke _____ to Jyoti after she had failed.
- (d) The poet sat by the stream looking _____ at the water rushing by.
- (e) Do not lean _____ on the fence ; it will break

Spelling and Pronunciation

- 7 (a) Say the word 'enough' aloud. The letters *ou* in the word are pronounced the same way as the letter *u* in a word like 'cup'.
- (b) Say the word 'thought' aloud. The letters *ou* in the word are pronounced the same way as the letter *a* in a word like 'ball'.
- (c) Say the word 'shout' aloud. The letters *ou* in the word are pronounced the same way as *ow* in a word like 'how'.

Now arrange the following words in the right groups according to the pronunciation of *ou* in them :

mouth	four	sought	young	country
double	outside	trouble	sound	courage
bought	loud	about	fought	plough
Group I		Group II		Group III
enough		thought		shout

Comprehension

8 Read the following passage carefully and then answer the questions given below. Write the answers in your notebook

The white tiger is the rarest wild animal not only in India but perhaps in the world. In fact, all the white tigers found

in India and abroad are the descendants of a nine-month-old white cub that was captured in 1951 in the forests of Rewa in Madhya Pradesh. At present there are about 38 white tigers out of which 24 are in India.

The white tiger is a magnificent animal. It has a snow-white coat with brown or ash coloured stripes, and is larger than a normal tiger.

About 70 years ago, light-coloured tigers were reported in the forests of Assam, Bengal and Bihar, but they were not true white tigers. The forests of Rewa are the only region where real white tigers have been found. Altogether nine white cubs have been captured in the last 100 years—the last being the one captured in 1951. Since then no other white cub or tiger has been seen.

The first white cub to go abroad was Mohini. She was sent in 1960 to the National Zoological Park in Washington 'for the children of the United States'. Then Champa and Chameli went to Bristol Zoo in England in 1962. At present, there are 14 white tigers in foreign countries as India's unique gift to their people.

- (a) Which is the most uncommon wild animal in the world? Which word in the first paragraph has the same meaning as 'most uncommon'?
- (b) We say that Akbar was a descendant of Babur. Whose descendants are the white tigers? Where and when was the white tiger cub caught? What is the word in the first paragraph for 'caught'?
- (c) Why is the white tiger considered a wonderful animal? Can you give another word for 'wonderful'? (Look at the second paragraph.) Can you name another animal which has stripes on its body?
- (d) Name some parts of our country where white tigers are found.
- (e) Who was Mohini? Where was she sent and for whom? Name the two white tigresses who were sent to England.
- (f) Is it usual for a country to send gifts to people of other countries? What kind of gifts do you think

are usually exchanged between countries ?

- (g) A white tiger is the kind of gift that only India could send. What kind of gift would you call it ? (Look at the last paragraph.) Now complete this sentence : The forests of Rewa are *unique* because _____

Composition

9 Answer the following questions in one or two full sentences. The questions are from 'This is Tom Sawyer'.

- (a) Why was Tom punished ?
- (b) What did he have to do ?
- (c) Did he want to do it ?
- (d) How much work did Tom do before he got a visitor ?
- (e) Who was he ?
- (f) What agreement was made between Tom and his visitor, Ben Rogers ?
- (g) How was the rest of the work finished ?
- (h) Was Tom 'punished' after all ?

Now rewrite the answers to the questions in a paragraph. Remember that in a paragraph the sentences are connected by using words like **so, when, because, etc**, wherever necessary.

For example, the first two sentences would read something like this .

Tom was punished because he stole jam, so he was made to whitewash the fence... ..(Now, continue.)

10 Rewrite the following sentences in the correct order, so that they form a good paragraph :

- (a) Of these, I prefer travelling by air.
- (b) They are, transport by sea, by air and by land
- (c) But, once the plane is in the air, there is very little to do but read and sleep.
- (d) There are three types of transport.
- (e) This is because air travel is so quick that I don't have to worry about wasting precious time.
- (f) For outside there is very little to see—the scenery is usually the same—the clouds and the sky

Exage

1. Look at the following sentences.

- (a) *When Polyphemus was fast asleep* Ulysses thrust a log of wood into the giant's eye.
- (b) *As soon as they went into the cave* Polyphemus placed a huge stone against the mouth of the cave.
- (c) *While the other Greeks watched* Polyphemus ate up the two poor men.
- (d) Ulysses and his friends wandered about until one day they reached the cave of Polyphemus.
- (e) *After he had sailed many days* Ulysses came to the country of the Cyclops.
- (f) Ulysses and his friends escaped *before Polyphemus could catch them*.
- (g) Ulysses had known his companions *since he was a boy*.
- (h) *As the burning log entered his eye* the giant began to scream with pain.

The parts italicised in the sentences above are all Adverbial Clauses, expressing *time*—either a point of time or a period of time. The conjunctions introducing these clauses are *when, as soon as, while, until/till, after, before, since* and *as*. Adverbial clause of time can often be put either at the beginning of a sentence or at the end.

You must have noticed that each of the above sentences is made up of two clauses, one of which has been changed into a subordinate clause while joining the sentences.

Example :

- (i) Polyphemus ate up the two poor men.
The other Greeks watched them.
While the other Greeks watched, Polyphemus ate up the two poor men.

- (i) *He had a good idea of this*
by a careful study of the country about him
He had nothing more than a vague notion of the
country of the day

உணர்வு மிகப் பரிசுத்தமான ஒரு விஷயத்தைப் பற்றி
அவ்வளவு அறிவு இல்லாமல் அவ்வளவு அறிவு இல்லாமல்
அவ்வளவு அறிவு இல்லாமல் அவ்வளவு அறிவு இல்லாமல்
அவ்வளவு அறிவு இல்லாமல் அவ்வளவு அறிவு இல்லாமல்

when, as, while, before, after, as long as, till, once
as soon as, when, or

- (ii) *the whole of the* (the former) invested it

- (iii) *He checked the peddle* (He checked the buttons)

- (iv) *He checked the books* (He checked the peddle first)

- (v) *The P.T. teacher blew the whistle* (Immediately, the
boys rushed to their positions on the field)

- (vi) *His wife died* (It is now five years after that)

- (vii) *The President entered* (At the same time the band
played the National Anthem)

- (viii) *Sasi had the money for a time* (Sasi spent extravagantly
during that time)

- (ix) *The funeral songs came over the radio several times*
Each time he remembered his days in school

(ix) I will *finish* this letter. (I am not yet)

(v) The chief *gave* his *speech* before the people. (He spoke before the people and accepted their)

—

Vocabulary

2. Replace the italicized words in the following sentences with words of similar meaning chosen from those listed below. Make changes in the words where necessary. Write the words in the brackets provided.

(create, common, well-known, toady, push, outrageous, amiable, miserable).

Example

The story of Ulysses is a *famous* legend. (well-known)

- (a) Ulysses was a *brave* warrior. ()
- (b) The Cyclops were *huge* giants. ()
- (c) Ulysses and his friends *wandered* ()
about in this country.
- (d) They were *very unhappy*. ()
- (e) Polyphemus laughed when he heard ()
the *funny* name.
- (f) Ulysses *thrust* a log of wood into ()
the giant's eye.
- (g) The giant woke up and *shouted* in ()
pain.

3. Fill in the blanks in the following paragraph with the words given below.

legend, generation, homeland, prisoner, companion

Joseph belonged to a _____ of God fearing people. It was God's will that he should leave his _____ and go to the land of Egypt. There he soon became a favourite of the king. However, his enemies spread lies about him. The king believed the false stories and made him _____. But the officer in the jail liked his good behaviour and became his good _____. The king also realised

Comprehension

1. Read the following text.

A relative came to Nasrudin from the country, and brought a duck. Nasrudin was content with the bird cooked and shared it with his guests.

Presently another visitor arrived. He said, 'I am a friend of the man who gave you the duck.' He came for his share.

This happened several times. Soon Nasrudin's home became 'a restaurant for out-of-town visitors.' Everyone who came or came back of the relative who gave Nasrudin the duck.

Finally Nasrudin was very irritated. One day there was a knock at the door and a stranger appeared. 'I am the friend of the friend of the friend of the man who brought you the duck from the country,' he said.

'Come in,' said Nasrudin.

They seated themselves at the table, and Nasrudin asked his wife to bring the soup.

When the guest tasted it, it seemed to be nothing more than warm water. 'What sort of soup is this?' he asked Nasrudin.

'That,' said Nasrudin, 'is the soup of the soup of the soup of the duck.'

Answer the following questions in a sentence or two each. You may write the answer in your notebook.

- Why did you think the relative brought a duck for Nasrudin? Where did he come from? Where do you think Nasrudin lived? Did he thank his relative for the duck?
- Who was the second visitor? Was he a friend of Nasrudin's? Why do you think Nasrudin fed him also?
- What does 'this' in paragraph 3 refer to? Why did Nasrudin's home now seem like a restaurant? Who visited this 'restaurant'?
- Do you think Nasrudin liked what was happening? What do you think made him unhappy? Who was the last man to visit him? Did Nasrudin welcome him? Why did he do this if he was angry?

1. *What is the main idea of the passage?*
 2. *What is the author's purpose in writing this passage?*
 3. *What is the author's attitude towards the subject?*
 4. *What is the author's tone?*
 5. *What is the author's style?*
 6. *What is the author's point of view?*
 7. *What is the author's conclusion?*
 8. *What is the author's recommendation?*
 9. *What is the author's warning?*
 10. *What is the author's advice?*

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- What is the author's style?
- What is the author's point of view?
- What is the author's conclusion?
- What is the author's recommendation?
- What is the author's warning?
- What is the author's advice?

Now write a paragraph using some of the words in the box to describe the scene in the picture. Use the words in the box to describe the scene in the picture.

1. Now answer these questions in full sentences.

- What did Poliphemus put a stone upon at the mouth of the cave? (Circle 1 or more answers)
- How many 'locks' did he put every night?
- Why did Poliphemus decide to kill Odysseus the hero of all?
- How did Odysseus make Poliphemus blind?
- What happened next morning?

Use the answers to the above questions to form a paragraph. Use sentence linkers wherever necessary.

The Passive Voice

Exeg:

1. The simple construction with a transitive verb in a sentence is like this:

Example

Subject	Verb	Object
The whale's blubber	yields	oil

In such sentences, when the subject performs the action, the verb is said to be in the *active voice*.

When the subject suffers the action, the verb is said to be in the *passive voice*.

Subject	Verb	Agent or Doer (not always expressed)
---------	------	---

Oil is refined (by machines)

The Passive is used

(a) to draw attention to the person or thing that suffers the action

e.g. The whale is *hunted* by harpoon whales.

(b) when the agent or doer of the action is unimportant or is unknown

e.g. Whales *are made* from vegetable and animal oil.

The use of the passive is common in scientific writing, when we are mainly concerned with what happens to things, rather than with what people do, e.g.

When the whale's blubber is *stripped* and is *boiled* a great quantity of oil is *produced*. (Here the important thing is the stripping and boiling, and not the people who do these things.)

(c) when the speaker or the writer wishes for various reasons *not* to name the doer of the action

Example

A mistake *was made* in preparing the report.

(f) When was he recruited to the army ?

(g) What were the two commissions he was given ?

The two commissions he -----

(h) When was he given these commissions ?

(i) At which Olympic was he asked to captain India ?

(j) Was he awarded national honours ?

Yes, he -----

3. Complete the following newspaper report using the passive forms of the verbs given in brackets :

Tuesday, 26 January

Yesterday was a busy day for the police as well as for the Fire Brigade

At noon a daring attempt ----- (make) to rob the Syndicate Bank on Abid Road. Luckily, it ----- (foil) by the bank employees and the timely arrival of the police. Three men ----- (arrest) on the spot while two others escaped.

In the evening it rained so heavily in the city that several roads ----- (flood). A few old houses in Domalguda collapsed. The Fire Brigade -----

(call) to rescue the occupants trapped in these houses. Fortunately, all of them ----- (rescue).

4. The headmaster of a school made the following speech on School Day. Rewrite the speech replacing the verbs italicised with their passive forms

We *expect* pupils to take an entrance examination before entering the school so that we *can place* them in the right class. At the age of 15 we *enter* them for the public examinations in the normal way but we also *encourage* them

3. Say which one the following is not an example of a simile
(Put *P* or *F* in the bracket provided)

- The water in the container boiled. ()
- The sun shone brightly on the road. ()
- The weather was as hot as a red hot devil. ()
- The lightning was as bright as silver in the night. ()
- The children's feet could move as fast as rockets. ()
- My little brother was as old as when I was born. ()
- The country was as hot as a red hot devil. ()
- When a lion's paw went to touch the corner of all the other corners. ()
- The clouds, as hot as red hot devils, had to melt. ()
- The clouds were as hot as red hot devils. ()

Comprehension

4. Read the following passage carefully and answer the questions. Give your own details to point (f).

- Let's start from the beginning. I have to tell you that I have been left alone, and I have to tell you that I have been left alone.
- The story is a sad one. One day, I was in the street, and I was looking for my mother. I was looking for my mother.
- The story is a sad one. One day, I was in the street, and I was looking for my mother. I was looking for my mother.
- He is happily working on his bicycle, when suddenly he falls over and tells him that he has a small problem. He has a small problem.
- Now you can see that the problem, with the story, in the hand, in the hand of the story, looking at the story, looking at the story.
- What do you think happened? (Complete this point. Perhaps you can have a discussion in class with your teacher.)

$\mathcal{L}_N = \mathcal{L}_N^{(1)} + \mathcal{L}_N^{(2)} + \mathcal{L}_N^{(3)} + \mathcal{L}_N^{(4)} + \mathcal{L}_N^{(5)} + \mathcal{L}_N^{(6)} + \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$
 $\mathcal{L}_N^{(1)} = \mathcal{L}_N^{(1)} + \mathcal{L}_N^{(2)} + \mathcal{L}_N^{(3)} + \mathcal{L}_N^{(4)} + \mathcal{L}_N^{(5)} + \mathcal{L}_N^{(6)} + \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$
 $\mathcal{L}_N^{(2)} = \mathcal{L}_N^{(2)} + \mathcal{L}_N^{(3)} + \mathcal{L}_N^{(4)} + \mathcal{L}_N^{(5)} + \mathcal{L}_N^{(6)} + \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$

$$\mathcal{L}_N^{(3)} = \mathcal{L}_N^{(3)} + \mathcal{L}_N^{(4)} + \mathcal{L}_N^{(5)} + \mathcal{L}_N^{(6)} + \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$$

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$$\mathcal{L}_N^{(5)} = \mathcal{L}_N^{(5)} + \mathcal{L}_N^{(6)} + \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$$

$$\mathcal{L}_N^{(6)} = \mathcal{L}_N^{(6)} + \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$$

$$\mathcal{L}_N^{(7)} = \mathcal{L}_N^{(7)} + \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$$

$$\mathcal{L}_N^{(8)} = \mathcal{L}_N^{(8)} + \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$$

$$\mathcal{L}_N^{(9)} = \mathcal{L}_N^{(9)} + \mathcal{L}_N^{(10)}$$

$$\mathcal{L}_N^{(10)} = \mathcal{L}_N^{(10)}$$

Section 2

1. Read

1. If you visit some place and are prohibited to observe certain rules

- (a) You have to remove your shoes
- (b) You have to wash your feet
- (c) You have to leave your car at the entrance
- (d) You have to wear the special uniform
- (e) You have to put on your jacket
- (f) You have to cover your head

Explain the rules, as in the following

Example

- (a) Shoes have to be removed

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

2. Here is an incomplete notice from the Tourism Department of India. Use the parentheses of the verbs given in brackets to complete it. The first blank has been filled for you.

Pooling will start at 9 a.m. and continue till 3 p.m. without a break. If there is queue at any pooling station at 3 p.m. people will be *permitted* (allowed) to wait there till 3.30 p.m. later. However nobody _____ (allow) to join the queue after 3 p.m.

2. There is a recipe for making model clay. It is a mixture of the passive water, flour, and the active, making the correct amount of water, with the rest in the clay.

- (a) They are all taken
- (b) They are broken in a bowl
- (c) A little bit of oil and sugar is added. Some water and flour are added. The mixture is stirred in a bowl or added.
- (d) A little butter is put into a bowl and is heated and the oil is poured into the pan.
- (e) The oil is left for about 10 minutes over a low heat.
- (f) When the oil is hot, a little is poured under the mixture and it is poured away from the bowl.
- (g) It is served immediately, or sometimes mixed together as soon as they are cooked.

Begin

- (a) Take two eggs
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____
- (h) _____
- (i) _____
- (j) _____
- (k) _____
- (l) _____
- (m) _____
- (n) _____
- (o) _____
- (p) _____
- (q) _____
- (r) _____
- (s) _____
- (t) _____
- (u) _____
- (v) _____
- (w) _____
- (x) _____
- (y) _____
- (z) _____

Conclusion

1. In Column 1 below are 10 words which form the basis of the word family. Write the words in Column 2.

B Fill in the blanks in the following sentences with the words in Column A. Make changes in the words, wherever necessary.

F. Sample

The thief *disappeared* after stealing the watch.

- George *ventured* to _____ some money from the bank.
- The clerk was _____ by the impudent behaviour of his officer.
- We _____ sweets to the guests who visited us on Christmas.
- The Prime Minister _____ that the country's problems can be solved only if we stand united.
- It was _____ at the meeting that we should all contribute towards the Drought Relief Fund.

C Add one letter at the beginning of each of the following words and use them correctly in the sentences that follow. The first one has been done for you.

inch, hit, cross, 'keep one out'

- Do not *punch* the child. He may cry.
- _____ a cup of tea for me, please.
- The _____ resembles the rabbit.
- He is fast. _____ do not disturb him.
- Naqin was _____ the road and met with an accident.
- He spoke in such a low _____ over the phone that I could not hear him.

G. comprehension

1. Read the following:

There was once a little boy who lived next door to a girl, and they played together every day.

They rode their bicycles together, and learned how to fly a kite together, and, as a special treat, they sometimes even stayed overnight at each other's house.

The little girl never stopped talking about the fun she had at the little boy's house, and the little boy talked about the best horse morning, noon and night.

At Ben's house he said it bedtime, we put a lamp in the middle of mother's house, and went.

And so it was that the day after the next we were at Ben's house, and we were there to stay.

A little while after that we had a good dinner, and we were all very happy.

So I went to bed, and I was very tired, and I slept very well.

But now the day after that, the next day, I was not so well, and I was not so happy, and I was not so tired, and I was not so well.

Here he said, "where are you going?"

I said, "I am going to your house, to see you, and to see the other things." "Where are you going?"

I said, "I am going to see you, and to see the other things." "Where are you going?"

I said, "I am going to see you, and to see the other things." "Where are you going?"

The next day, I was very tired, and I was not so well, and I was not so happy, and I was not so tired, and I was not so well.

Now the day after that, the next day, I was not so well, and I was not so happy, and I was not so tired, and I was not so well.

At last I do, and my mother, I am very tired.

So in the morning, the next day, we went to the school, and we were very happy, and we were very tired, and we were very well.

And so the following day, the next day, we went to the school, and we were very happy, and we were very tired, and we were very well.

(a) Where are the other things? (b) Where are the other things?

(b) Where are the other things? (c) Where are the other things? (d) Where are the other things?

(c) Where are the other things? (d) Where are the other things? (e) Where are the other things? (f) Where are the other things?

- (v) The children all began to cry, some in sadness, others in excitement, and the woman said, "Why do you all weep?"
- (vi) "For you and for the little boy and father," said the children. "Why do you all weep?"
- (vii) "Why do you weep?" he said. "Do you all find it as painful to him as death?" "Yes," said the woman, "and to him," and they all wept and sobbed as if in grief and pain.
- (viii) "What is it that you find so painful?" he asked, looking at the children. "Do you know why I am here?"
- (ix) "No, never," he said. "Do you think that I appeared at the door of your house?" "Yes," he said. "To what I expected at the little boy's house."
- (x) "The little boy and the boy according to be themselves and wanted to see a house. Why?"
- (xi) "Is it a story about what and the little boy, tell the mother?" "When do you think the little boy was?" he asked her in silence.
- (xii) "The little boy's mother said he had been again," she said. "You speak and only wanted him to go and live in his house."
- (xiii) "Do you think the little boy and the mother were a couple?" "Yes," she said. "They were together and they were in the house." "Why do you think so?"

Exercises

1. Can you complete the following story in a paragraph? You are to write in a style of the age of the story.

Write the story

The woman said little boy called _____ and _____ they lived at the bottom of a well. They were happy and _____ (Write the story)

For the end of the story

Suppose that

One of the children to see the sister, who is now the girl

1. $\text{H}^1(\mathcal{O}_X) \cong \mathbb{C}^2$ and $\text{H}^2(\mathcal{O}_X) \cong \mathbb{C}$. The map $\text{H}^1(\mathcal{O}_X) \rightarrow \text{H}^2(\mathcal{O}_X)$ is given by the cup product.

2. $\text{H}^1(\mathcal{O}_X) \cong \mathbb{C}^2$ and $\text{H}^2(\mathcal{O}_X) \cong \mathbb{C}$.

3. $\text{H}^1(\mathcal{O}_X) \cong \mathbb{C}^2$ and $\text{H}^2(\mathcal{O}_X) \cong \mathbb{C}$. The map $\text{H}^1(\mathcal{O}_X) \rightarrow \text{H}^2(\mathcal{O}_X)$ is given by the cup product.

4. $\text{H}^1(\mathcal{O}_X) \cong \mathbb{C}^2$ and $\text{H}^2(\mathcal{O}_X) \cong \mathbb{C}$. The map $\text{H}^1(\mathcal{O}_X) \rightarrow \text{H}^2(\mathcal{O}_X)$ is given by the cup product.

5. $\text{H}^1(\mathcal{O}_X) \cong \mathbb{C}^2$ and $\text{H}^2(\mathcal{O}_X) \cong \mathbb{C}$. The map $\text{H}^1(\mathcal{O}_X) \rightarrow \text{H}^2(\mathcal{O}_X)$ is given by the cup product.

WORKSHEET 3

Usage

1. Look at these sentences:

(a) Jerome said, 'I'm rather good at packing.'

(b) That's what Jerome said you want to repeat.

In these two sentences we have two ways in which we report what was spoken by someone. Here the words spoken are repeated exactly as they were spoken, and they are put within quotation marks. This form of reporting is called *Direct Speech*.

Here is the other way of reporting the two sentences:

(a) Jerome said that he was rather good at packing.

(b) That's what Jerome said he wanted to repeat.

In these two sentences the words spoken are not repeated exactly but are reported with some grammatical changes. These sentences are in *Reported Speech*. Note these changes:

(i) In both the sentences, commas, the quotation marks and *and* are removed.

(ii) In both the sentences the pronouns used at the end of the sentence have been changed. For example, *I* and *you* have each been replaced by *he*.

(iii) The tense of the verbs in the direct speech has changed.

For example, *am* becomes *was* and *are* becomes *were*.

(iv) In the first sentence the conjunction *that* has been used.

In the second sentence the conjunction *so* has been used.

2. Change the following into reported speech.

Example:

Jerome said, 'I am rather good at packing.'

Jerome said (that) he was rather good at packing.

(a) Jerome said, 'I am looking for my tooth-brush now.'

(b) I'm sure I paid a lawyer on that, when he said that I had
cheated.

(c) I'm sure I paid to have the letter printed, professionally
done.

(d) He said that I said, "I want to be paid for my
business meeting."

Review the following information, please:

(a) He said that I said that I went to the station
to see out that he went to the cinema the previous night.

(b) He said that I said that I "loved" him.

Veron said that _____

(c) He said that I said that I was not going to get married
like it much. Anne said _____

(d) I prefer romantic stories to those about dancing, which
said _____

(e) Veron said, "I said we got married, especially the
first."

(f) I was quite certain it was not his child.

He said _____

(g) I said that I said only because my brother said so.

He said that I said that he was going to introduce me
to his friend.

He said that I said that he was going to introduce me
to his friend.

$$\begin{aligned}
& \left(\frac{\partial}{\partial t} + v^j \frac{\partial}{\partial x_j} - \nabla_x^2 \right) u = f(x), \\
& u|_{t=0} = g_0(x), \\
& |f(x)| \leq C e^{-c|x|^2}, \\
& |g_0(x)| \leq C e^{-c|x|^2}.
\end{aligned}$$

[illegible]

[illegible]

$$\begin{aligned} \left(\frac{1}{\Gamma} \right)^2 &= \lambda \left(\frac{1}{\Gamma} \right)^2 + \lambda \left(\frac{1}{\Gamma} \right)^2 + \lambda \left(\frac{1}{\Gamma} \right)^2 \\ &= \lambda \left(\frac{1}{\Gamma} \right)^2 + \lambda \left(\frac{1}{\Gamma} \right)^2 + \lambda \left(\frac{1}{\Gamma} \right)^2 \\ &= \lambda \left(\frac{1}{\Gamma} \right)^2 + \lambda \left(\frac{1}{\Gamma} \right)^2 + \lambda \left(\frac{1}{\Gamma} \right)^2 \end{aligned}$$

71. *Chrysomelidae* (10)

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f_{-j} = f_{j-1} - d_j) \leq C(2) + \frac{1}{2} \|f\|_1 \left(\sum_{j=1}^n C_j(0) + 1 \right) e^{-\frac{1}{2} \epsilon} + C(1)$$

$$T_{\text{eff}} = \frac{1}{2} \left(\frac{1}{T_1} + \frac{1}{T_2} \right) \quad (1)$$

1.2) $\int_{\mathbb{R}^n} f(x) dx = \int_{\mathbb{R}^n} f(x) dx$

$f(1) = 1$

[illegible]

[illegible]

$$| \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle |^2 = \frac{1}{4} | \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle + \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle + \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle + \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle \langle \psi_{\text{out}} | \hat{U} | \psi_{\text{in}} \rangle |^2$$

100

[illegible]

Now present your own *Abilities* and report the questions
Mr. A asked you

- (a) Is it fun to be a teacher?
Mr. A said to me it was fun to ride a bicycle
- (b) Do you ride on a bicycle to school?
He asked me
- (c) Do you take the bus to school?
- (d) Do you get a bicycle to school?
- (e) Do you paint at school?
- (f) Do you like part in debates at school?
- (g) Do you like your every work?

Exercises

6. In Worksheet 2 we read how *names* are formed by the
 addition of the *form suffixes*. There are more suffixes used for
 making nouns.

—th	(free — freedom)
—ty	(care — carety)
—ty	(certain — certainty)
—ty	(capable — capability)
—ness	(after — afterness)
—al	(rich — richal)
	(happy — happy)
—ness	(love — love — love)
—ness	(hope — hope — hope)
—al	(bury — bury)

Now make nouns from the following

play	_____	notice	_____
confer	_____	rich	_____
depend	_____	afflict	_____
proceed	_____	try	_____
defeat	_____	win	_____

dismiss	-----	remember	-----
ignore	-----	bake	-----
appear	-----	hunt	-----
difficult	-----	oblast	-----
feel	-----	equal	-----
artist	-----	cruel	-----
bring	-----	discover	-----
brave	-----		

7. Study the following sentences :

- George and Harris *looked for* the butter.
(*Look for* here means 'try to find')
- George, Harris and Jerome *looked at* the basket.
(*Look at* here means 'see')
- George and Harris *looked up* the list of things they had to pack.
(*Look up* here means 'consult a reference')

Fill in the blanks in the following paragraph using 'look for', 'look at' and 'look up' correctly. Make necessary changes.

Florence and David got married recently. They are
----- a house to rent. David wants
to ----- a house near his factory.
Every day Florence helps him ----- the
list of houses for rent in the newspaper. Sometimes they
visit the Rent Controller's office to -----
the vacancy list there. Then they go and -----
the vacant houses the next day. The houses they
have ----- so far have not been comfort-
able. Let us hope they get a good house soon!

Spelling and Pronunciation

8. Read these sentences

- Then Harris packed the jam on top of a tomato and squashed it, and they had to pick out the tomato with a teaspoon.
- 'And be quick about it,' added the Hatter.
- Alice always took a great interest in questions of eating and drinking.

Look at the word —

questioned you I said *questioned*.

Have you noticed that *q* in this English word is always followed by a vowel another vowel, even "y"? You may also have noticed that the *qu* is usually pronounced /kw/ in the beginning of the name of a word. In the English words, the *qu* is pronounced /kw/ in *question* but not in *questionnaire* and in *quartz* or *oblique* where it is pronounced /kw/ only in *quartz* and in *quartz* or *oblique* where it is pronounced /kw/ only in *quartz*.

How would you read the following words?

quail	quail	quail
quar	quar	quar
quar	quar	quar
quar	quar	quar
quar	quar	quar
quar	quar	quar

Comprehension

1. Read the following

Suppose diamonds were not so rare and they were so common that they didn't cost much and almost everyone could have them. You'd probably call them "plastics".

For instance, people probably make people still want to have diamonds. Fine, but diamonds are the hardest of all things. You can make a diamond and it would still be as hard as it is naturally. So, according to that, diamonds would still be diamonds and people would still want to have them.

When a diamond is turned in rough form, its surface appears smooth and dull. Now when taken over to make a cut diamond, the rough gem is cut and polished. The cut diamonds are made in two, and each half is shaped and cut into a round diamond called a brilliant.

But the faces of the brilliant cut diamond are not as smooth as the rough diamond. They are cut into facets and into facets and into facets. They are cut into facets and into facets and into facets.

The reason for this is that a diamond has a very high refractive power. In other words, when light enters a diamond, the light goes through the diamond more than other substances do. The light instead of passing through the diamond, it is reflected back into the diamond and it is reflected back into the diamond and it is reflected back into the diamond.

Composition

10 A Read the following points and complete parts (f) on your own in three sentences.

- (a) You have a train to go you begin your packing for a journey very late after the leave
- (b) In your hurry you forget some water bottle and a good ticket
- (c) You find an unworkable way after ten minutes. You rush to the station
- (d) You reach there to see that your train has started moving
- (e) You jump into the train and you missed those new bag after you. But the rest of your baggage still on the platform with the porter
- (f) The train others spend (What happened then?)

B Now rewrite these points in a letter to your mother. Your letter can contain two paragraphs. The first must be about why you were late in reaching the station the second about what happened on the train. Begin the letter.

J. G. Guleri B. I
Thane
February 5, 1960

Dear Mother,

Here you see, I have arrived here at the station late (How come?)
(End the letter.)

With love

Yours affectionately,

- suddenly she was _____
- (a) hanging (b) word in order (c) no one (d) cut off
2. He added _____ party _____
- to go over the morning _____
- (a) dinner (b) a lot of (c) language (d) dinner
3. Raju should have _____ to _____
- in a very big day _____
- (a) purpose (b) ever since (c) delay (d) consider
4. For the _____, _____ and _____
- _____ _____
- (a) _____ (b) _____ (c) _____ (d) _____
5. Badhar _____ to help people, but recently he _____
- _____ _____
- (a) exactly (b) suddenly (c) especially (d) quickly
6. Read the following passage carefully and then answer the questions given below.

All the poor girls who went to the Chappelow Market in Bangalore had one great ambition to be the lucky customer who did not have to pay for her shopping for the day when the owner just made the mistake and forgot to take her money. This may be your lucky day!

For several weeks, Mrs. Mathwait was like many of her friends to be the lucky customer. "I'll be there," she never gave up hope. Her kitchen was full of things which she did not need. Her husband failed to encourage her. She dreamed of the day when the manager of the supermarket would approach her and say "Madam, due to your lucky day, everything in your basket is free."

One Saturday morning, Mrs. Mathwait rushed for shopping and when the supermarket was soon the manager told that she had forgotten to buy the last needed book, got the list and went towards the cash-desk. As she did so, she saw the manager of the supermarket come up to her. "Madam, he said, holding out his hand, 'I want to congratulate you!'

$$\begin{aligned} & \frac{1}{2} \left(\frac{1}{2} \right)^2 = \frac{1}{2} \cdot \frac{1}{4} = \frac{1}{8} \\ & \frac{1}{2} \left(\frac{1}{2} \right)^2 = \frac{1}{2} \cdot \frac{1}{4} = \frac{1}{8} \end{aligned}$$
[illegible]
$$r = \frac{1}{\rho} \left(1 + \frac{1}{2} \frac{\partial^2 \phi}{\partial x^2} + \frac{1}{6} \frac{\partial^3 \phi}{\partial x^3} + \dots \right) \quad (1)$$

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$$\frac{1}{1-\rho} \frac{d\rho}{d\tau} = \frac{1}{1-\rho} \left(\frac{1}{\tau} \right) \quad (1)$$

1971

[illegible][illegible]

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

[illegible]

$\{ \frac{1}{n} \}$

[illegible]

6. 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568,

[illegible]
$$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2} \cdot 1 = \frac{1}{2}$$

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$, $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$, $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$, $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$, $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$

[illegible][illegible]

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

[illegible]
$$f_1(x) = f_2(x) = \dots = f_n(x) = 0$$

$\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$

[Handwritten musical notation]

$$\frac{f}{f_0} = \frac{1}{1 + \frac{1}{2} \left(\frac{f}{f_0} \right)^2} \quad \text{for } \frac{f}{f_0} \ll 1$$

$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx = \frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx$

[illegible]

$\{f_i\}_{i=1}^n$ is a family of functions $f_i: X \rightarrow Y$ such that $f_i(x) = 0$ for all $x \in X$ and $i \in \mathbb{N}$. Then $\{f_i\}_{i=1}^n$ is a family of functions $f_i: X \rightarrow Y$ such that $f_i(x) = 0$ for all $x \in X$ and $i \in \mathbb{N}$.

[illegible][illegible]

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$$(x_1, \dots, x_n) \in \mathbb{R}^n \text{ such that } x_i \in \mathbb{R} \text{ for all } i \text{ and } x_i \neq 0 \text{ for all } i.$$

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$

$$\{ \frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}, \frac{1}{8}, \frac{1}{9}, \frac{1}{10}, \frac{1}{11}, \frac{1}{12}, \frac{1}{13}, \frac{1}{14}, \frac{1}{15}, \frac{1}{16}, \frac{1}{17}, \frac{1}{18}, \frac{1}{19}, \frac{1}{20}, \frac{1}{21}, \frac{1}{22}, \frac{1}{23}, \frac{1}{24}, \frac{1}{25}, \frac{1}{26}, \frac{1}{27}, \frac{1}{28}, \frac{1}{29}, \frac{1}{30}, \frac{1}{31}, \frac{1}{32}, \frac{1}{33}, \frac{1}{34}, \frac{1}{35}, \frac{1}{36}, \frac{1}{37}, \frac{1}{38}, \frac{1}{39}, \frac{1}{40}, \frac{1}{41}, \frac{1}{42}, \frac{1}{43}, \frac{1}{44}, \frac{1}{45}, \frac{1}{46}, \frac{1}{47}, \frac{1}{48}, \frac{1}{49}, \frac{1}{50}, \frac{1}{51}, \frac{1}{52}, \frac{1}{53}, \frac{1}{54}, \frac{1}{55}, \frac{1}{56}, \frac{1}{57}, \frac{1}{58}, \frac{1}{59}, \frac{1}{60}, \frac{1}{61}, \frac{1}{62}, \frac{1}{63}, \frac{1}{64}, \frac{1}{65}, \frac{1}{66}, \frac{1}{67}, \frac{1}{68}, \frac{1}{69}, \frac{1}{70}, \frac{1}{71}, \frac{1}{72}, \frac{1}{73}, \frac{1}{74}, \frac{1}{75}, \frac{1}{76}, \frac{1}{77}, \frac{1}{78}, \frac{1}{79}, \frac{1}{80}, \frac{1}{81}, \frac{1}{82}, \frac{1}{83}, \frac{1}{84}, \frac{1}{85}, \frac{1}{86}, \frac{1}{87}, \frac{1}{88}, \frac{1}{89}, \frac{1}{90}, \frac{1}{91}, \frac{1}{92}, \frac{1}{93}, \frac{1}{94}, \frac{1}{95}, \frac{1}{96}, \frac{1}{97}, \frac{1}{98}, \frac{1}{99}, \frac{1}{100} \}$$
[illegible]
$$f_1 = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2} \quad f_2 = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2} \quad f_3 = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2} \quad f_4 = \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$$
$$f_{n+1} = \frac{1}{2} (f_n + \frac{1}{f_n})$$

2. How many people are there in your family?

$\frac{1}{n} \sum_{i=1}^n \log p_i = -\frac{1}{n} \sum_{i=1}^n \log \left(\frac{1}{n} \right) = -\log \left(\frac{1}{n} \right) = \log n$

2. A. Sasthi Brata became a shoe hire. *didn't he?*

Didn't he? is a tag question. A tag question is a type of question form which is added to a statement to draw our attention to the statement. Tag questions are usually used in conversation only. They are usually used by speakers to seek agreement.

Study the following five points.

- (a) If the statement is in the affirmative, the tag is *negative* in the negative and *affirmative*.

Shovan Lal (to Sasthi Brata) "You *don't* live in Bengal, *do you?*"

Sasthi Brata (to Shovan Lal) "You *are* a shoeshine, *aren't you?*"

Shovan Lal (to Sasthi Brata) "You *can* speak English, *can't you?*"

- (b) The subject of the tag is a pronoun and not a substitute for the subject of the statement.

Shovan Lal: a shoeshine, isn't *he*?"

- (c) The pronoun agrees with the number, gender and person of the subject of the statement.

Sasthi Brata was unemployed, wasn't *he*?"

The shoeshines had a union, hadn't *they*?"

- (d) The appropriate form of 'be' is used.

Shovan Lal: "You *are* unemployed, *aren't you?*"

- (e) In the case of linking-verbs other than 'be' the appropriate form of 'do' in the statement is repeated.

The head of the Shoeshines Union *knew* a little English, *didn't he?*"

B. *Read this.*

The weather was nice last Sunday, and the Daru-walas went

one person (Nandi Hills) which is near Bangalore. When they got there, not one was hungry. They had a big lunch, they ate oranges, mangoes, apples and bananas. They drank coffee and enjoyed squash. Everything tasted good and everything was good food, too.

There were some monkeys on a tree near by. They were hungry too. He made six sandwiches under the tree. The monkeys quickly ate them up. Then Nandi dropped some grapes under the tree. The monkeys ate them up, too.

The Darnwaks fled their beach and so did the monkeys.

Complete the big questions and supply the correct short answers. The first one is an example.

- (a) The weather was nice last winter, wasn't it? _____
Yes, it was.
- (b) The Darnwaks went on a picnic _____ " _____
- (c) Nandi Hills is in near Bangalore _____ " _____
- (d) The Darnwaks were hungry. _____ ?
- (e) They ate a big lunch. _____ ?
- (f) Everything tasted good. _____ ?
- (g) The monkeys were on a tree _____ " _____
- (h) They weren't hungry. _____ ?
- (i) Nandi gave the monkeys some grapes. _____ ?
- (j) The monkeys didn't like the food. _____ ?
- (k) The monkeys could eat a lot of food. _____ ?
- (l) The Darnwaks will visit Nandi Hills again _____ " _____

1/25/2011 11:41 AM

y In the following passage the author correctly has not been appropriately used all the more density or more and those 'ion' words, which have been used in the previous and proper those with appropriate forms of the same word.

Example Suppose that α and β are both $\frac{1}{2}$ and β

But the most important thing is that

There were many who thought that the children had been killed. The only explanation is that he did not like to say anything about the matter. He was good at games, he liked to persuade a burning ambition to win the prize. He persuaded his parent to buy him some new games. He also used to say that the army would have just to consider messages from the world to him. It seemed as if he would have to be sent to the army. He was a good mathematician and his parent always supported a great deal. But now, have received the information that he is not a money and collection made at this time. But it is a collection of prize money apart from the money that would go to the school. He was not a soldier.

It is not a very good idea to let the definition be too restrictive, and as we will see for example later in this chapter, the word predicate is used first as a verb and then as an adjective in the literature.

[illegible]

"Show you feel like the preferred show" (advertising)

[illegible]

deposited in the closed collection system, and

(negative) A The camp is a *deserted* place.

(c) 100% 18

(objectively) A. H. Lee showed us that he was
moving

1961 11

(a) *know* /nəʊ/ 'to have knowledge of something'

(b) *know* /z/

(a) *know* /nəʊ/ 'to have knowledge of something'

(b) *know* /z/

(a) *know* /nəʊ/ 'to have knowledge of something'

(b) *know* /z/

Spelling and Pronunciation

5. Read the passage

Sharon had known the phonetics of the word *know* but she had to *know* of them as she *knows* but not *knows* the word.

Look at the following pairs of words:

know - new
one - won
more - mare

The words 'know' and 'new' are pronounced like this for spelling, are not the same and they have different meanings. Similarly, 'one' and 'won' and 'more' and 'mare' have the same pronunciation but different spelling and meanings. Such words can lead to errors of spelling. We have to study the situation carefully before we make the choice between two words that are quite different but pronounced alike.

In the following, list one word in each pair, *knowing* full of the blank, with the appropriate words. The first one is an example.

1. example know know

know know know

know know know

can

birds

learn

and

hear

Can you catch the first or second?

Comprehension

5 Read the following

People are amazed and delighted to hear parrots talk. But it seems that no one can tell exactly how these birds are able to imitate human speech so well.

Some people think parrots can talk because of the structure of their tongue, which is large and thick. It may be that this kind of tongue does help a little, but it cannot, on its own, help a bird to be able to talk. Some 'talking' birds, such as magpies, crows and jays, do not have large thick tongues, crows and jays do have such tongues, but cannot talk.

It is because parrots are more intelligent than other birds. This doesn't seem to be the reason either. As a matter of fact, most scientists think that parrots and other talking birds do not realise the meaning of their own words. They do, however, seem to form definite associations between certain expressions and actions.

It may be that parrots can talk because their voice mechanism and hearing work more slowly than those of other birds. And probably the sounds made by human beings resemble the sounds naturally made by parrots, so it is easy for them to imitate them.

Parrots are also remarkable birds in other ways, too. They can adapt themselves to practically any kind of living conditions. This is why, for example, sailors have long taken parrots along on their ships. And even though a parrot is a tropical bird, when it is captured, it can adapt quite comfortably to temperate and even to cold climates.

Parrots are very brave birds and loyal to their kind. If a

common knowledge that parrots are intelligent. But the author says that parrots are not intelligent because they cannot talk. Is it fair to say that the author is not intelligent? Explain your answer. Do you think that parrots are intelligent? Explain your answer.

Answer the following questions using information from the passage.

- (a) What is the main point of the passage? Give two reasons why it is important. *What is the main point of the passage? Give two reasons why it is important.*
- (b) What is the author's attitude towards parrots? Give two reasons why you think so. *What is the author's attitude towards parrots? Give two reasons why you think so.*
- (c) What reason do you think the author gives for parrots being able to talk? Give two reasons why you think so. *What reason do you think the author gives for parrots being able to talk? Give two reasons why you think so.*
- (d) Is it true that parrots are more intelligent than other birds? Do they understand what they talk? Are they able to relate words and actions? What do you consider the author's sign of intelligence? Give two reasons why you think so.
- (e) How then is it possible for parrots to talk? Give two reasons. Does the author feel certain about these two reasons? Why? Why do you think he sometimes uses quotation marks when referring to talk?
- (f) Read the last two paragraphs and complete the following.

(g) One remarkable thing about parrots is that _____

(h) Parrots can survive in tropical and cold climates even though _____

(i) Another unusual thing about parrots is that _____

(iv) The level of prices will depend on the demand

(v) Yet another round of the movement of prices is ahead

(vi) When cotton prices will depend on the demand
because

Composition

7 Imagine that you are Sashi Bhat. Prepare with a partner
as a discussion in your own words in a letter to a class friend
Your letter should have two paragraphs

Paragraph 1

How you met Shovan Lal

What's your need for money - your hunger - how Shovan
Lal appeared on the scene - what you suggested - how
Shovan Lal reacted

Paragraph 2

What Shovan Lal did to make you a member of the
Shoan Union

What's Shovan Lal's meetings with the Union - what was
said and decided there - how money was collected for you
Use these hints to complete the letter below

Mankannady,

Mangalore.

April 4, 1981

Dear _____

I had a wonderful experience in Delhi eight months ago.
You see one day when I had no money, (You continue)

Shovan Lal, my friend, agreed to help me. He
(You continue)

Your loving friend,
Yours sincerely,

Relative Clauses

13-25

1. Look at these sentences and complete the pattern. Please
 give the relative and I'll

- (a) Here is a man *who* made a unique invention
- (b) It was an event *that* surprised the scientific world
- (c) Boy, how big is the work *which* has made him famous
 all over the world

The stressed clauses in the sentences above qualify the
 noun (*man, event and work*) that go before them. They are
 called *Relative or Relative clauses*. Each clause answers the
 question 'which person?' or 'which thing?'

Relative clauses are usually introduced by the relative
 pronouns *who, which, that, whom*. *Who/whom* is used to refer
 to person, *which* to things and animals, and *that* to things and
 animals as well as, sometimes, to persons.

Note: *Whom* is rarely used in spoken English. It is used in
 formal written English.

2. Read the following dialogue and fill in the blank with *who*,
which or *that* appropriately.

- Surender: I'm looking for someone _____ buy coins.
 Suraiya: I've got a lot of friends _____ collect them.
 Why?
 Surender: I want to sell a few old ones _____ may
 be rare.
 Suraiya: Mr. Fouzdar is the only dealer I know _____
 gives good money for old coins.
 Surender: Look, here's my collection. There are several
 _____ aren't worth much.
 Suraiya: But these copper ones from China are really
 old.
 Surender: A friend of mine _____ saw them wanted
 to buy some of them.

Teacher: 'Ah, don't sell that yet. You've got six or two coins. — and make you don't.'

3 Look at the examples.

A A very famous musician *just* sent this to us.

B The person *who* has just sent this to us is a very famous musician.

A Registered letters *are* special attention.

B I like *that* are *registered* and *special* attention.

Now complete sentences B in each pair in a similar way, using *who*, *that* or *which*.

A A hungry boy stole the bread.

B The person _____ was a hungry boy.

A A rich family has moved into the new house.

B The family _____ is rich.

A One of Saraswati's friends speak English very well.

B Saraswati has a friend _____.

A Retired sportsmen get financial assistance from the government.

B Sportsmen _____ get financial assistance from the government.

A One of our cat catches a lot of mice but the other doesn't.

B We have one cat _____ and another _____.

A You haven't answered this letter.

B Here is a letter _____.

A That man gave you some foreign stamp, didn't he?

B Isn't that the man _____?

4 Combine each pair of sentences below so as to make one sentence, changing the italicised sentence into a relative clause.
Examples

(i) The young man is the school captain. *He was here a little while ago.*

The young man *who* was here a little while ago is the school captain.

(ii) *You borrowed a book from me.* You haven't returned it.
You haven't returned the book *which* (that) you borrowed from me.

(d) *She has been waiting for me at the railway station since I came to the city.*

(e) *The doctor advised me to stop smoking because it was bad for my health.*

(f) *The car was parked in front of the house when we arrived at 11.30.*

(g) *The information that the biologist has about the life of the monkey is very detailed.*

(h) *At 10.30, nearly a month after we had been asked to do it, with great efficiency.*

5. Study the following pairs of sentences.

(a) A: Rose was born in a village which is in England.

B: Rose was born in a village in England.

(b) A: The man who is studying Bose's biography is a famous scientist.

B: The man studying Bose's biography is a famous scientist.

(c) A: Bose received two-thirds of the salary that was paid to a European professor.

B: Bose received two-thirds of the salary paid to a European professor.

In each of the three pairs of sentences above, the relative clause in sentence A has been reduced to a phrase in sentence B. The reduction, however, has not affected the meaning of sentence A.

Rewrite the following sentences reducing the relative clauses to phrases or words.

(a) The man who is married is my uncle.

.....

(b) The woman who is unlocking the office is Mrs. Glavin.

.....

(c) The boys who were in the field were playing hockey.

.....

- (d) The cart which is loaded with *baggage* is taken to the farmer.

- (e) The scientist who has been awarded the Nobel Prize is an American.

- (f) The animal *lion* is known for its courage and by its

Vocabulary

6. The underlined words in the following three phrases are either nouns or adjectives. Realise phrase and change those words, if necessary, from nouns into adjectives or from adjectives into nouns.

Example: The road was full of rocky. (Wrong)
The road was full of rock. (Right)

- (a) The road was full of rocky and the path was very.
We had to force our weakness muscles to move. This was more than we were capability of. But we knew that soon we would be victorious. Our escape from the depths of the sea was drama. Soon we knew, we would get the honors that we wanted.
- (b) The special of the restaurant was an orange drink with a unique flavour. The sourness of the oranges was balanced by an enormous amount of sugar. There was, besides, a touch of the bitter taste of the orange. For the restaurant was famous in the area, and many people came from miles around to buy the drink and to find out how it was made. Some thought that the restaurant had a mechanical which produced the drink in large quantities. Others felt that it was just one man who was responsible. But no one had found out the secret.
- (c) When we have to work, we grumble. But being idleness does not necessarily mean happiness. When we work

quietly and told us of his dream of his future and we can be sure as they have a watchful eye upon us that we will be.

2. *comprehension*

1. Read the following:

"Nasrudin made a bet that he could sweat a night on a nearly empty stomach and water, in spite of a cold. Several friends of his who were agreed to be the judges.

"Nasrudin sat alone and a candle was set through the window upon his head as was known. In the morning half-dead, he clanked his room."

"Did you have nothing to eat to keep you warm?" asked his friend.

"Nothing."

"Not even a candle?"

"Yes, I had a candle."

"Then you lost the bet."

"Nasrudin did not argue."

Some months later he invited his two people to a feast at his house. They sat down in his drawing room, waiting for the food. Hours passed.

They started to murmur about food.

"Let's go and see how our portion is," said Nasrudin.

Everyone walked into the kitchen. They found an enormous pot of water under which a candle was burning. The water was not even warm.

"It is not ready yet," said Nasrudin. "I don't know how it has gone other than to scorch."

Answer the following questions each in a sentence or two:

- (a) What was the bet that Nasrudin made? Was it a difficult bet? Why do you think so?
- (b) What did Nasrudin take with him to the mountain? Did he need it in his bet? Do you think he had a difficult time on the mountain? What word in paragraph 2 suggests this?

- (c) What do you think was one of the end goals of the hit? Did Naxosin satisfy the objectives? Do you think an intervention was right or wrong? What should be the best? What should be done?
- (d) 'Naxosin did not satisfy' Why did you think he was expected to do so?
- (e) Why did Naxosin's friends want to keep the 'Naxosin' Was found in the 'Naxosin' How do you feel about it?
- (f) They started to write about the 'Naxosin' Why did Naxosin take them into the kitchen that was a very important?
- (g) Do you think the 'Naxosin' in the kitchen was important? Why did you think so? What does it mean for Naxosin's friends?
- (h) Why do you think Naxosin's friends should be 'Naxosin' (or 'Naxosin')? Why did you think so?

4. Summary

5. Fill in the following gaps with appropriate information from the text:

THE CRIMINAL CASE

In the early 1970s, the Naxosin was a very important

It was a very important

It was a very important

It was a very important

It was a very important

$$x^1 = e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, \dots$$

[illegible]

[illegible]

WORKSHEET 9

Usage

1. Look at the following sentences.

- Kazia *believes* that all fathers are cruel.
- Kazia *thought* that she could make a pin-injection.
- It *seemed* that Kazia made a mistake.
- She *hopes* that her father will be kind to her.
- Kazia's mother *knew* that she had torn up the papers.

In the above sentences, the verbs *believe*, *think*, *seem*, *hope* and *know* are all followed by Noun Clauses beginning with *that*. It should be noted that the use of *that* is optional here. The model of the above sentences is

Subject + verb like *think*, etc. + noun clause

Make *four* meaningful sentences from the table given below. Use the full stop and the question mark appropriately.

Example

"Do you know that they sell twenty kinds of ice-cream?"

	believe	that	Iya-ri lets this morning
	seems		there will be another song
I	hopes		there is a mad time
Do you	hear		the money belonged to the school
Heard	know		they sell twenty kinds of ice-cream
and you	noticed		they stopped the construction of new road.
It	thought		Hana writes poetry
	discovered		the price of vegetable will go down soon
	expect		

2. Study these sentences

- (a) 'What will I do if I have a high mare?' he asked a friend.
- (b) 'If you suffer like that, mother, will have to take you to the doctor', father said.
- (c) 'If you're a good girl, you can come down and take up father's book', mother said.

The italicised clauses above express *conditions*. A clause of this type is called *Adverbial Clause of Condition or Conditional Clause*.

The conjunction *if* is generally used to express condition. But condition can also be expressed by the use of *unless*.

Examples :

If Kumar doesn't obey orders, he will be dismissed.

Unless Kumar obeys orders, he will be dismissed.

Note : When *if* clauses and *unless* clauses refer to future time (e.g., *If you study hard, you will be able to speak English very well soon*) the *Present Simple* form of the verb is used in the clauses, not verbs with *will*, *shall* etc.

It would, therefore, be *wrong* to say

If you *will* study, you *will* be able to speak English very well soon.

The right sentence would be

If you *study hard* you *will* be able to speak English very well soon.

Revise the following sentences, using *unless* in place of *if*.

For an idea :

- (i) If the price of bicycles does not come down, I can't afford to buy one.
Unless the price of bicycles comes down, I can't afford to buy one.
- (ii) If the weather permits, we shall play football tomorrow.
Unless the weather prevents, we shall play football tomorrow.
- (iii) The light will be light tomorrow if it does not rain.
- (iv) If you are not hungry, you need not eat now.
- (v) Call on me to your friend at day break and for it.
- (vi) If Jayanti speaks well, he will win the debate.

(c) If you do not like our solution, please send us info for the last time.

2. Explain the meaning of each part of a sentence. I don't want to read it. You can do this by using the sentence structure. Conditional clauses and the use of pronouns, prepositions, etc. are also important.

(i) Notice that the word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(ii) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(iii) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(iv) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(v) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(vi) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(vii) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(viii) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

3. Explain the meaning of each part of a sentence.

(i) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(ii) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(iii) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(iv) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(v) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(vi) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(vii) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(viii) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(ix) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(x) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xi) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xii) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xiii) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xiv) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xv) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xvi) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xvii) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xviii) The word "when" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xix) The word "if" is used in the sentence. It is used to show that the sentence is a conditional clause.

(xx) The word "because" is used in the sentence. It is used to show that the sentence is a conditional clause.

[illegible]

Comprehension

8. Read the following

If you want to know about the earth, deeper, all you have to do is to send a camera up in a rocket and take some photographs. The results brought new ideas developed over the last 3000 years. Three thousand years ago the earth was pictured as an island, supported by pillars, above it rested in hell. Over the earth lay the belt of the planets in which the stars were arranged and on it shined the sun made its daily journey.

Sailors, however, began to realize that approaching ship appeared gradually above the horizon, then top being seen first. Again travellers reported that as they moved northward the North Star appeared higher in the sky and some southern stars disappeared from view. By the time of Ptolemy (about 150 B.C.) these observations were being explained in terms of a round earth.

When the earth passes between the sun and the moon, the shadow of the earth falls on the moon. It was noticed that the shadow during such an eclipse was curved.

Although astronomers and other scientists could accept the idea of a spherical earth, common sense told most people that it was flat. The idea of some people at the other end of the earth walking about upside down underneath our feet is not an easy one to accept. When Columbus sailed out into the Atlantic and returned safely, many intelligent people were surprised that he had not fallen over the edge of the flat earth. In the sixteenth century, Magellan and Drake who were by then sure that the world was in fact a sphere, completed voyage round the world by travelling west.

Today, satellites circle the earth, measuring its size and shape. Aircraft fly regularly from America to Europe over the North Pole. Submarines move under the water line. The flat earth Society is still in existence, but it looks rather as if the round earth believers have the stronger case!

Complete the following by choosing the correct answer under each. Tick your choice in the boxes provided.

- (4) When the earth is, people see the horizon like the way it looks like
- (a) a sphere ☐
 - (b) a flat piece of land ☐
 - (c) an island ☐
- (5) The earth is round, because people noticed that the sun
- (a) goes left to right ☐
 - (b) goes on parallel ☐
 - (c) goes left to right from the horizon ☐
- (6) Three thousand years ago people believed that the sun was
- (a) in line with the stars ☐
 - (b) between the earth and the stars ☐
 - (c) above the stars ☐
- (7) Sailing around the top of approaching ship is not because
- (a) there were the highest parts of the ship ☐
 - (b) of the globular shape of the earth ☐
 - (c) the horizon always seemed lower than the sea ☐
- (8) For reflection coming in the water is reported that
- (a) at the stars disappeared from view ☐
 - (b) one celestial star appeared higher in the sky ☐
 - (c) some stars appeared as on the sea ☐
- (9) When the earth passes between the sun and the moon we have
- (a) an eclipse of the sun ☐
 - (b) an eclipse of the earth ☐
 - (c) an eclipse of the moon ☐
- (10) Scientists could have said that the earth is round because
- (a) common sense told them so ☐
 - (b) most things helped it too ☐
 - (c) it was a fact ☐
- (11) It is hard for most people to believe
- (a) that people could walk about on the curved surface of the earth ☐

- (ii) that Columbus would reach the edge of the world []
- (iii) that Magellan and Drake had travelled west []
- (i) The Flat Earth Society still exists even today []
 - (a) there are aircraft, ships and satellites []
 - (ii) modern science has proved that the earth is round []
 - (iii) there are many round earth believers []
- (j) The author wants to inform []
 - (i) the flat earth believers []
 - (ii) the round earth believers []
 - (iii) neither the flat earth believers nor the round earth believers []

Composition

1. Who is your winner, the poet?

What does he/she look like?

Why do you admire this person?

Write you in three paragraphs on the person you admire the most, using the following lines

Paragraph 1

Who is he/she?

What does he/she look like?

Is the person happy?

friendly?

kind?

What is his/her face like?

What are his/her nose, mouth, cheeks, lips like?

How does he/she walk?

What clothes does this person usually wear?

Paragraph 2

How does he/she laugh?

Is he/she kind? Happy? Friendly?

Is he/she good standing? Loving?

Is he/she full of fun? Quiet?

(Add more qualities as they occur to you)

2. There was a big _____ of people waiting for the bus.
They got into a _____ concerning people matter.
3. In my _____ India is a very backward
When you _____ it from here, the _____ is
beautiful.
4. It was difficult for me to _____ my brother in
the crowd.
The Chief Minister visited the _____ there the
trouble began.
5. Dr. Puri asked the patient to _____ his head
carefully.
We now have a policeman to keep _____ on our
street and prevent road fights.

III. Fill in the blanks in the following sentences choosing the right word from the brackets.

Example

The government is thinking of setting up a *dobby* (duty / stair) in our town.

1. It is safer to pay by _____ (check, cheque) than by cash.
2. Mother Teresa received the Nobel _____ (peace, prize) for her outstanding services to the poor.
3. 'Amritlanjan' is a good _____ (balm, balm) for colds and aches.
4. Most of the buildings here are built of brick and _____ (marble, mortar).
5. As the _____ (machine, mission) is out of order, I have not been able to do any work today.
6. The _____ (whether, weather) is bad. The plane may not take off today.
7. Though he died the previous night, the cause of his _____ (disease, disease) was known only the next day.
8. Gulzar's irregular eating habit has had a bad _____ (affect, effect) on his health.

IV. A. Pick out the word from each of the following groups of words which does not belong to that group. Write the word in the brackets provided.

1. $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$

1. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.	$\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$
2. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.	$\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$
3. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.	$\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$
4. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.	$\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$

2. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.

1. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.
2. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.
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4. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.
5. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.

3. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.

4. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.

5. The probability that a child will be born with a certain blood type is $\frac{1}{8}$.

The original Olympics were held in Athens, Greece, in 1896. The modern Olympics were held in London, England, in 1908.

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were unknown in early times. These include football, and boat racing, football, basketball, tennis and sports, and water polo.

One of the most popular events of the modern Olympics is the marathon. It is very much enjoyed by a wide range of people over an open course is the supreme test of the runner's endurance. The marathon was not a part of the ancient Olympic although it originated in Greece.

And finally, a more recent development in the Olympics are the winter games, which were started in 1924. They are held separately from the summer games but in the same year. The winter Olympics provide competition in skiing, speed and figure skating, ice hockey, and other sports. Such cold weather sports could never have developed in the warm climate of Greece.

A. Complete the following by choosing the most appropriate answer under each.

1. The original Olympic games and the modern Olympics
(a) have nothing in common
(b) have something in common
(c) have a great many features in common
2. In ancient Greece the Olympics were held
(a) every four years
(b) between wars
(c) only when there were no wars
3. Modern Olympics are often not held
(a) every four years
(b) if there are any wars
(c) if there are major wars
4. In the modern Olympics, successful women participants
(a) are not given any prizes
(b) are given prizes different from those given to the male winners
(c) are given prizes similar to those given to the male winners
5. The ancient Greeks did not have game like ice hockey because

[illegible][illegible][illegible][illegible]

$\frac{d}{dt} \left(\frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$

$$\begin{aligned} & \left\{ \begin{array}{l} \Gamma_{\alpha\beta} = g_{\alpha\beta} - \frac{1}{2} g_{\alpha\beta} \frac{1}{\sqrt{-g}} \frac{\delta S}{\delta g^{\alpha\beta}} \\ \Gamma_{\alpha\beta} = g_{\alpha\beta} - \frac{1}{2} g_{\alpha\beta} \frac{1}{\sqrt{-g}} \frac{\delta S}{\delta g^{\alpha\beta}} \end{array} \right. \end{aligned}$$

1. $f(x, y) = x^2 + y^2$ 在 $D = \{(x, y) | x^2 + y^2 \leq 1\}$ 上的最大值和最小值.

[illegible][illegible][illegible][illegible]

It is important to note that the above results are based on the assumption that the data are stationary. If the data are non-stationary, the results may be biased. Therefore, it is important to test for stationarity before using the above methods.

$\sigma_1 = 1$ and $\sigma_2 = 0$ are the only solutions of the system (1.1) for $\sigma_1, \sigma_2 \in \mathbb{R}$.

[illegible]

(ii) If $\mu_{\alpha} \in \mathcal{M}^+(\mathbb{R}^n)$ is a measure, then the measure in the case

$$A = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix} \quad B = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix} \quad C = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix} \quad D = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix}$$
$$x = \begin{pmatrix} x_1 \\ x_2 \end{pmatrix}, \quad y = \begin{pmatrix} y_1 \\ y_2 \end{pmatrix}, \quad z = \begin{pmatrix} z_1 \\ z_2 \end{pmatrix}, \quad w = \begin{pmatrix} w_1 \\ w_2 \end{pmatrix}, \quad v = \begin{pmatrix} v_1 \\ v_2 \end{pmatrix},$$
$$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx = \frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx$$
[illegible]

3. $\mathcal{A} \in \mathcal{A}_n$ is a \mathcal{P} -matrix if and only if $\mathcal{A}^T \in \mathcal{A}_n$ is a \mathcal{P} -matrix.

$$I_{\alpha}^{\alpha} f(x) = \frac{1}{\Gamma(\alpha)} \int_0^x (x-t)^{\alpha-1} f(t) dt, \quad \alpha > 0, \quad f(0) = 0, \quad f(x) \in L^1(0, \infty).$$

- (b) *Why* you don't like it. You need give only 2-3 reasons, but *think carefully* before putting down ideas. Four reasons much sounder *evening* me.

Now organise your ideas and write them down to become three paragraphs.

